
SIX MONTHS' REPORT

OCTOBER 1, 1981 — MARCH 31, 1982

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Six Months' Report
October 1, 1981 - March 31, 1982

A. INTRODUCTION

In accordance with the general provisions of the AID contract number 497-80-100.22, the project field staff of the Institute for International Research submits its fourth Six Months' Report, covering the period October 1, 1981 to March 31, 1982. The current report will follow the format stipulated in the contract general provisions, including the following:

1. A review of work under the contract, including
 - a. progress made;
 - b. plans for the ensuing period; and
 - c. recommendations covering the current needs in the fields of activity covered under the terms of the contract;
2. An administrative report covering expenditures and personnel employed under the contract.

The review of progress made in this report covers the topics which were mentioned in the previous six months' report's "plans for the ensuing period." Those topics, which are the same as those mentioned in IIR's technical proposal work plan, are as follows:

1. Orientation and Planning;
2. Site Preparation;
3. Materials Revision and Production;
4. Project Training;
5. Learning Site Operations;
6. Evaluation;
7. Dissemination Planning and Packaging;
8. Participant Training;
9. Reporting.

In general, the review of progress made and the plans/recommendations for the ensuing period cover activities relating to Pamong development at the UPT (Unit Pelaksanaan Teknis or Technical Implementation Unit) at Sebelas Maret University (UNS), Solo and/or the Project's principal field site in Gianyar, Bali. A review of progress and plans relating to the Small Schools component of the Project in Central Kalimantan is included in a separate section entitled, "Progress Made in the Small Schools Project, Central Kalimantan." As before, there was little direct contact by IIR staff members with the small schools project. Thus the section mentioned above is based on second-hand reports.

Unlike previous six months' reports, this report incorporates "recommendations" into the section covering "plans for the ensuing period."

Finally, since the overall records of Project expenditures are not kept by IIR field staff members, the administrative report submitted herein will only report on personnel employed under the contract. Expenditure reports are sent monthly by the IIR home office directly to the AID contracting officer.

B. PROGRESS MADE DURING OCTOBER 1, 1981 TO MARCH 31, 1982

1. Orientation and Planning

The development of KK Wajar implementation activities continued throughout this period. In October and November, efforts focused upon preparation of a KK Wajar implementation plan for Kabupaten Gianyar. In addition, the Bali Advisor was asked by Pak Haris of the Solo staff to assist in the development of a proposal to IDRC for funding of a KK Wajar research and development project to provide evaluative information on practical aspects of KK Wajar of possible use in the dissemination of Kewajiban Belajar.

In December, it became obvious that the data gathering phase of KK Wajar in most Kecamatan would take longer than initially projected and the SD Pamong Sekretariat began planning for the initiation of new patjar as soon as possible. In response, a series of meetings were held in each Kecamatan where Kepala Desa, Kasda of PKB and PPKB, Secretaries of KK Wajar Desa teams (usually LKMD staff), the Camat and Kakancam P&K worked together to map new patjar sites based upon available drop-out data. In most cases, the drop-out data from the elementary schools (back to 1972) was used as the KK Wajar data not yet available. Through the next three months repeated efforts were made to initiate new patjar sites and in some areas the effort has proven successful. In other areas, initiation of new sites is being delayed until local leaders complete KK Wajar data gathering and provide their approval for implementation of patjar activities. In still others, PP3 are encountering a situation where no new UP III and IV students are entering the patjar as it would take a long time to complete all SD Pamong modules and they are opting to enter the Kejar PD program where they can more quickly complete study of Paket A 1 to 2C and attempt to obtain a Ujian Persamaan degree.

2. Site Preparation

The status of new patjar is reviewed above, however, throughout this period a number of patjar established last year have remained active. An approximate breakdown on these patjar by Kecamatan is as follows:

Gianyar	7
Ubud	4
Blahbatuh	10
Sukawati	4
Poyangan	2
Tegallalang	-
Tampaksiring	2
	<u>29</u>

From these patjar, 201 patjar students are signed up to take the EBTA examination this May.

In the PKB, activities this period have centered upon the development, try-out and implementation of the new teaching/learning process (PBM) in the PKB. This process began in October and November with the

new PBM back-up study planning in Solo, and with the Penl IV workshop held in SD3 Mas in November where a number of problems with the PBM were identified by field staff and potential solutions developed and discussed. This was followed by: 1) refinement of the concepts in Solo and during a visit by Daryl Nichols of IIR, 2) a two-week try-out of three new alternative concepts in January in six PKB, 3) evaluation of the new concepts, and 4) development of the final concept and training materials in Solo. In March, training for all Kasda, PFI, PF2, PF3 and PKB students was conducted and implementation of the new PBM began.

3. Materials Revision and Production

a. During the reporting period production of learning materials was virtually completed. The numbers of titles for Grades I-VI printed and sent to Gianyar as of March 31, 1982 were as follows:

Modules/Syllabi^a, Grades I-VI, Printed and Sent as of
March 31, 1982

Grade	Trimester 1			Trimester 2			Trimester 3			Overall		
	T	P	%	T	P	%	T	P	%	T	P	%
Syllabi I	-- ^b --			23	23	100	27	27	100	50	50	100
II	25	25	100	24	24	100	23	23	100	72	72	100
III	34	34	100	35	35	100	35	33	94	104	102	98
Modules IV	38	38	100	31	31	100	35	34	97	104	103	99
V	65	65	100	58	58	100	44	44	100	167	167	100
VI	63	63	100	51	51	100	45	45	100	159	159	100
Total	225	225	100%	222	222	100%	209	206	98.5%	656	653	99.5%

T = Targeted

P = Printed

^aNumbers do not include test booklets and answer keys all of which were also printed and distributed.

^bThere are no syllabi for this trimester since programmed teaching does not start until the 2nd trimester in Grade I.

b. Distribution of modules (PMB). The flow of new modules from Solo has improved dramatically from that encountered during the 1980/81 school year. Modules have generally been received in Bali well ahead of the time they are needed in the PKB and are distributed by the Sekretariat usually within two or three days after receipt. There are several PKB which are not accessible by automobile and some distribution

problems have been encountered for these PKB. In these instances, the new modules are dropped at the Kecamatan P&K offices for distribution to these PKB by Kecamatan staff. This has not always taken place in a timely manner.

c. Revision of PMP modules for Grades V and VI has proceeded according to plan, the output as of March 31, 1982 being as follows:

PMP Module Revision, Grades V, VI

Grade	<u>Trimester 1</u>			<u>Trimester 2</u>		
	Targeted	Written	Printed	Targeted	Written	Printed
V	4	4	3	4	2	0
VI	6	6	2	6	2	0

Those which have not been printed yet will be so before the beginning of the next academic year (i.e., July, 1982).

d. Second sets of tests for all modules Grades III-VI are being developed according to the plan. The output in this area as of March 31, 1982 is as follows:

Numbers of Form 2 Tests Targeted and Completed for Modules, Grades III-VI as of March 31, 1982

Subject Matter

Grade	Indonesian			Math			Science			Soc. Studies			Moral/Civ			Overall		
	T	C	%	T	C	%	T	C	%	T	C	%	T	C	%	T	C	%
III	24	9	38	27	15	55	27	21	78	14	0	0	12	0	0	104	45	43
IV	24	12	50	32	22	69	17	11	65	15	0	0	16	0	0	104	34	33
V	60	39	65	31	31	100	33	20	61	17	17	100	8 ^a	0	0	149	107	72
VI	60	25	42	33	25	76	27	8	30	16	16	100	12 ^a	0	0	148	74	50
Total	168	85	51	123	93	76	104	60	58	62	33	53	48	0	0	505	260	51

T = Targeted
C = Completed

^a Modules in the process of being revised

As was mentioned in the last Six Months' report, this activity is not scheduled to be finished until the end of May, 1982 and is thus more or less on course.

e. Revision of modules Grades V, VI has been completed. However

these revisions were based upon the module writers' own reviews and not upon feedback from the field, which has been difficult to obtain. These corrections are so far noted in manuscript form. No new editions of the modules have yet been printed incorporating these corrections, but this is planned for the second half of 1982.

f. A prototype of a Version II module (Pamong learning process based upon existing test book) was written by the head of the materials development team and tried out in the field during the second trimester, 1981/82, as planned. The module was in the field of science and was for Grade IV students. It was tried out among students in six schools in the Kebakkramat area. A control group studied the regular modules on the same topic. All students took the same post-test. Test results showed no significant differences between students using the new version and those using the old.

g. The upgrading workshop was held according to plan. The dates were November 20-26, 1981. Participants included the 20 module/syllabus writers as well as 11 other Pamong R&D staff members. Leading the workshop were Dr. Sumadi from Gajah Mada University, Dr. Suhardjo (then Drs.) from UNS, and Drs. Moelyono WS from UNS. The topics covered were: Test Construction, Module Writing Methods and Item Analysis in Test Construction.

h. Manuscripts of syllabi to be used by teachers of the 1st grade, trimester 1 have been written according to plan, 15 lessons in Indonesian and 9 in mathematics. These syllabi are to be used as teaching guides in conjunction with regular textbooks. They have yet to be critically reviewed or tried out in the field. This will probably be done before they are distributed at the beginning of next academic year (July, 1982).

i. Revisions have been made in the syllabi for Grades I, II (trimester 3) based on feedback from teachers, according to the plan.

j. New modules for patjar have also been received in Bali and are being stored in newly prepared storage rooms at an elementary school in Buruan. Because most new patjar have not begun operation, these patjar modules are being distributed little by little as the new patjar are initiated. A new system is also being tried out in four Kecamatan--Gianyar, Blahbatuh, Ubud and Sukawati--for distribution of modules to patjar with a PKB as their administrative center. Since the patjar students have begun study somewhat after PKB students in many patjar this year, the PP3 has been instructed to obtain modules for the patjar from the PKB supplies and return them when completed. A complete set of modules for exclusive use by the patjar is thus not required. Patjar connected with PKB still have their own set of modules. This system is being tested as a potential cost-saving mechanism in a PKB/patjar dissemination model and as a practical solution for the situation in Gianyar where if all potential students enter the patjar, there may not be enough available modules.

4. Project Training

a. In-service Training. The two major training efforts conducted in Gianyar this period were Penlok IV, November 13 and 14, and the training for implementation of the new PBM, March 1 to 17. A summary of each of these efforts is below. The Penlok IV workshop report has been produced and distributed to all PKB. It contains much information on new learning management systems to be adopted. The report of the workshop on the new PBM is still being typed, but has been written.

--Penlok IV. The purposes of Penlok IV were threefold: 1) to provide feedback on the results of the formative evaluation monitoring of the first year of Kabupaten-wide SD Pamong implementation; 2) to identify significant problems with the implementation of SD Pamong procedures and suggest potential mechanisms for their improvement; 3) to provide additional in-service training and build morale (especially among PP4) through face-to-face contact and discussion among PP of difficulties encountered and solutions found.

The first day's activities consisted primarily of problem identification by four field staff groups (Penilik, Kasda, PF1 and PF2, PP4). Problems were listed, discussed and then prioritized for further discussion and solution by the workshop steering committee. As the latter was being done, Solo staff presented the feedback from the previous year's monitoring. The remainder of the first day and through the second day activity centered upon further discussion of problems and potential solutions. There were six major categories discussed: 1) CKB/DKB and grading system, 2) scheduling learning activities, 3) study in the kelompok belajar, 4) transition of UP III students to module study, 5) special issues related to UP I and II, viz., duties of the PP4, and 6) support from parents and community. Also during the second day the Kandep P dan K, Gianyar conducted an orientation to the AK Wajar system. A report of workshop activities and results has been produced and distributed to all PKB's.

--Training Workshop for the New PBM.

March 1 and 2--the training workshop on the new teaching/learning process (Proses Belajar Mengajar or PBM) for Penilik SD, Kasda, PF1 and PF2 from Kecamatan Gianyar, Blahbatuh, Sukawati and Tampaksiring plus four PKB from Mas was conducted by the Sekretariat staff and Pak Sutopo, Sukardi, Soetarno A., Soetarno B., Bu Riene and Bu Ariani who will be Bu Riene's replacement in BP3K.

March 3 to 6--follow-up training in each PKB was conducted, four PKB each day. This training was to orient students to the new PBM and allow for supervised practice by Sekretariat and Solo staff.

March 15 and 16--the second workshop on the new PBM was conducted for the other Penilik, Kasda, PF1 and PF2, this time from Kecamatan Ubud, Payangan, Tegallalang and the other Mas PKB.

March 16 and 17--PP3 from throughout Kabupaten Gianyar received orientation to the new PBM and discussed its applicability to the patjar program. They were also trained in the use of the new monthly reporting

forms; received orientation on KK Wajar activities; and were instructed to begin patjar operations as soon as possible. In addition to Pak Sutopo, Soetarno A. and B., other Solo staff attending the March 15, 16 and 17 meetings were Pak Soemitro (Solo), Maryono, Haris, Widodo and Sukardi. Bu Reine and Ariani also attended. On March 17 the Solo staff conducted the follow-up training for students in PKB.

b. Training Development for Pamong Dissemination. During the reporting period a training strategy was proposed in which the core staff from UPT Pamong would train regional Pamong master trainers, one from each province where dissemination will occur. In addition UPT Pamong produced a proposal entitled "The Development of Training Capacity for SD Pamong Dissemination." In this document it was proposed that training capacity be developed in two stages: a) the development of a training package to be used by master trainers; b) the conduct of a seminar to prepare master trainers for their roles. It was proposed that a pair of short-term consultants be recruited under the IIR contract to help develop the training packages. This is to occur within the next reporting period (see "Plans for the Ensuing Period."). During the current reporting period candidates for these consultant roles were sought.

5. Learning Site Operations

a. Transition to Modularized Learning Grade 3, trimester 1. A new system for the transition of UP III students to module study was suggested and implemented by some PKB during the early part of the 1981/82 school year. This system consisted basically of having UP V and VI students who did not have duties as programmed tutors assist the PP2 in supervising UP III students in the study of modules within learning groups. This was to take place after careful preparation of the entire class by the PP2, the class-wide study of one module in each subject area, and, as students passed the end-of-module tests, their organization into learning groups. This system was implemented by some PKB with reasonable success, but not implemented in others. No specific evaluation has been conducted of the effectiveness of this system and the extent of its use is not known. Another closely related transition system was suggested and discussed during Penlok IV in November and is described in that workshop report. Again, no specific information is available concerning the extent of use and success of this system. However, such a system will have to be defined, implemented and evaluated during the early months of the 1982/83 school year.

b. The "back-up study" of the learning teaching processes in grades 3-6 (peer group learning) was implemented during trimester 2 (November, 1981 to February, 1982) as planned. The back-up study consisted of three steps: a) development of alternative new strategies; b) field try-out of alternative strategies, during which each was closely monitored and evaluated; and c) drawing conclusions concerning the strategies, including synthesizing the results of the try-out and formulating recommendations for the revision of the Pamong learning-teaching process.

The first step began as early as June, 1981 with the discussion of

the results of the 1st year's formative evaluation. Ideas were also solicited during the Gianyar in-service training workshop in November and during the visits of Mr. K. Loganathan (April, 1981) and Mr. Daryl Nichols (November-December, 1981). Three alternative strategies were drafted then by Solo and Bali staffs during December of 1981.

Try-out of the new strategies was scheduled for the first two weeks in January, 1982. Each strategy was piloted in two schools, each of "average quality" and from different but neighboring Kecamatan. A standard set of 10 modules was studied in each school. Training for the use of the new strategies was conducted over a six day period, three prior to implementation and three during the first week of implementation. The strategies were evaluated in terms of student progress (speed, numbers of testings required to attain mastery, etc.), smoothness of operations, quality of student interaction, and learner/staff satisfaction. Observers and staff members were also asked to assess the strategies' particular strengths and weaknesses.

As a result of the data analysis and subsequent discussions (involving both Bali and Solo staff members), it was decided that the following general learning features should be incorporated into the learning teaching process in the future:

1. Programmed learning for grades 3-6 in Pamong schools should involve more structured peer-group interaction;
2. Means should be established whereby slower learners can keep pace of faster learners in covering modularized materials;
3. Faster learners can be effectively used in helping slower learners reach learning targets;
4. Peer tutors can and should be taught to lead group learning procedures according to simple standardized routines.

Such features were operationalized in new learning-teaching manuals and presented to teachers and students for their use during the third trimester of 1981/82. More details concerning the conduct and conclusions of this study are available in the report "Improving the Process of Peer-Group Learning in Pamong Primary Schools: A Research and Development Report," UNS, February, 1982.

6. Evaluation

a. Assistance in Summative Evaluation. In January, the second phase of the summative evaluation pre-testing was conducted. This consisted of interviews with Kepala Desa, Kelian and parents of students as well as other local leaders (tokoh masyarakat). Ten interviewers were trained and 1 Kepala Desa, 2 Kelian, 2 parents, and 2 other local leaders in 16 different desa were interviewed. In addition, a short interview questionnaire on Wajar implementation was prepared and administered to each Kepala Desa and Kelian. It has been decided that patjar student testing will not be conducted this year due to the limited number of active patjar.

Formative Evaluation Activities. Formative evaluation activities during the period included the following:

- i. The Formative Evaluation Report from the first year was produced in Indonesian;
- ii. The Formative Evaluation Report, Year 1 was translated into English;
- iii. Learning process evaluation was conducted within the context of the "back-up studies" (see item 5 above);
- iv. Monthly management reports were collected from the field, which included a listing of problems encountered and solutions tried (see item 9c below);
- v. Records of learning progress (DKB's) were collected from SD Pamong PKB's (for Trimester 3, 1980/81 and Trimester 1, 1981/82) and tabulated at INS;
- vi. Results of regional trimesterly progress tests (THB's) were collected from all schools in Gianyar and were analyzed at INS. (Report forthcoming).

7. Dissemination Planning and Packaging

a. Site selection. A document containing proposed sites for SD Pamong dissemination was produced and distributed late in 1981 as planned. The document used nation-wide data from BP3K and a multiple regression estimation formula for estimating the number of school drop-outs per Kecamatan. The Kecamatan whose estimated drop-outs were above the average for their respective Kabupaten were selected as dissemination sites during the first stage of dissemination (approximately 1983/1984). (NOTE: It has been suggested that this selection criterion be replaced by one in which the proportion of drop-outs to regular students is used, thereby selecting areas where the drop-out rate is higher than average.). In addition to the above document (entitled "Daftar Usulan Lokasi SD Pamong di Seluruh Wilayah Indonesia"), a practical manual has been prepared for Camat to help them determine which villages should be selected as dissemination sites.

b. National Review of Pamong. The National Review scheduled for February of 1982 did not take place. However, certain other planning activities have taken place during the reporting period. For example, the Director General of Primary and Secondary Education commissioned a review of SD Pamong, the purpose of which was to assess the extent to which Pamong might be assimilated by the regular primary school system. (The review, submitted by the Secretary of PDM and written in part by a consultant to BP3K, was basically favorable with respect to Pamong assimilation).

In addition, Pamong staff members have been involved in drafting the statutes for the nation-wide "obligatory" education program. They have ensured that there be "a place reserved" for Pamong within this large national effort.

8. Participant Training

a. Degree Training. During the reporting period two new candidates

for MA degree training were selected, both from among the staff members at UNS, namely, Mr. Slametto and Mr. Himawan. They will join the two candidates already chosen Mr. Sutopo and Mr. Suhari. It was decided to send all four of them to the International Development Education Program at Florida State University. They will also pursue the following sub-concentrations:

Mr. Sutopo: Media Education
Mr. Suhari: Educational Administration/Management
Mr. Slametto: Evaluation and Measurement
Mr. Himawan: Instructional Theory and Design

All of the candidates plan to begin their studies in the Fall of 1982/83.

With respect to language preparation, Mr. Slametto and Mr. Himawan were enrolled in the British Council Intensive English Language Course beginning early February. The course lasted for two months, i.e., until early April, 1982. Their TOEFL scores are now estimated to be around 450. Attempts are being made to provide two more months of intensive language training for them and for Mr. Suhari whose most recent TOEFL score was 480. There is a possibility that all four of them will enter the Florida State intensive language program in June so that they will be on or near the required 550 level by the beginning of the coming academic year.

b. Short-term Training. In January Pak Parmadi of the Bali Sekretariat and Pak Marwoto of Solo attended the second half of their radio education training course at the TKPK Center in Jogjakarta. The second phase of the course, which lasted one full week, focused upon program production. One product of this training has been a 30-minute TV drama on SD Pamong written and produced by Pak Parmadi and aired on TVRI Denpasar on February 3, 1981. A second production is now being prepared by Pak Parmadi.

9. Reporting

In October, the Solo staff developed and presented a new grading system for SD Pamong PIB based upon discussions with Sekretariat and field staff. On October 30, Kasda and PFI were trained in the use of the new system. The system is basically the same as that used by regular SD which is:

$$\frac{\text{scores of periodic tests} + 2(\text{score on end of term exam (THE)})}{3}$$

The new SD Pamong system is:

$$\frac{\left(\frac{\text{average TAM score} + \text{average TAKM score}}{2} \right) + 2(\text{THE})}{3}$$

The only difference is the substitution of average TAM and TAKM scores for periodic test scores. A conversion table has been prepared for use by PI in calculating TAM and TAKM scores.

A new patjar monthly reporting form has been developed by Solo and

on March 16 and 17 all P13 received orientation on how it is to be used. The form seems to be an improvement over those in use last year, but it may still be a little complex. Try-out this upcoming period will indicate whether this is indeed the case. As yet, only a few of these reports have been received from P13 and it appears that many are not yet being completed correctly.

Also during this period, the SD Pamong Sekretariat began preparing monthly activity reports for Solo. During the last two months this reporting has fallen behind due to other commitments.

Regular reporting by long-term advisors, D. Nielsen and D. Bernard, continued over the reporting period. Nielsen has begun making copies of the reports from Bernard for Mr. Soemitro, Director of UPT Pamong.

C. PROGRESS MADE IN THE SMALL SCHOOLS PROJECT, CENTRAL KALIMANTAN

During the current reporting period little has changed with respect to small schools implementation in Central Kalimantan. The original 15 try-out schools continued to operate, as well as the 10 new demonstration schools in the Province's 5 Kabupaten. There are still plans for a major expansion in 1982/83, involving the establishment of 75 new small schools. Sites have already been selected for these new small schools and training for new staff members will be held during June of 1982. The printing of new modules is also being planned, using revised manuscripts from UPT Pamong, Solo. The new modules, which will be financed by Inpres funds, will include modules for Grades 4-6. Grade 4 will be included in small schools implementation beginning academic year 1982/83.

In preparation for the training of teachers and administrators in the 75 schools mentioned above, the Small Schools Working Group has drafted a new management guide. This guide, written during February-March, 1982, was based on the results of actual observations of small schools processes conducted by members of the Working Group. After being reviewed by staff members at Palangkaraya University in May, 1982 (and perhaps revised), this guide will be used as the basis for the staff training activities scheduled for June.

In addition to the above activities, the Small Schools Working Group held a workshop to provide guidance for skills trainers. The workshop, held February 1-6, 1982, involved 60 skills trainers from throughout the province and resulted in a set of systems and methods for providing skills training materials.

Furthermore, UPT Pamong was involved during the reporting period in the planning and execution of small schools training in two other locations, Southeast Sulawesi (Kendari) and East Java (Sumenep). The former was held November 11-19, 1981 and involved a limited number of teachers, principals, supervisors and education administrators. The latter was held March 22-27, 1982 and involved a similar group of teachers and support personnel.

Discussions have been held concerning the use of US resources (including those contributed under the AID contract) in the development of evaluation systems and in the production of training packages for use in small schools dissemination. It is anticipated that further discussions of these issues will be held during the coming reporting period, which may result in some concrete plans in these areas.

D. PLANS FOR THE ENSUING PERIOD/RECOMMENDATIONS

In late March, 1982 IIR field staff members were asked by the AID/EIR Project Officer to develop a list of objectives for the six month period April-October, 1982. A list of objectives was drafted and then reviewed by GOI project managers at UNS and BP3K. Suggestions were made by UNS for revision of the objectives. From BP3K came the suggestion that a major review of project implementation status be conducted (based on the USAID/BP3K Project Agreement, Annex 1), in order to determine whether the objectives proposed were consistent with remaining contractual requirements, that is, work which still needed to be done in order to fulfill contractual obligations. Such a review was completed and, according to the authors, demonstrated that the objectives were consistent with remaining contractual requirements.* We thus present that list of objectives as the basis for our plans for the ensuing period, April 1 to September 30, 1982. In this section plans and recommendations with respect to the following 8 objectives will be discussed:

1. Develop and field test appropriate teaching/learning processes for Patjar (out-of-school) students;
2. Establish an appropriate supervision/reporting system for SD Pamong management at the Kecamatan and Kabupaten levels;
3. Develop training packages for use during SD Pamong dissemination;
4. Continue in the conduct of formative and summative evaluation (the latter in collaboration with BP3K), including the conduct of an in-depth ethnographic study of SD Pamong;
5. Continue the upgrading of modules, including possibly the development of "version II" modules and the insertion of peer-group learning cues;
6. Develop and implement activities to motivate potential Patjar students and to support them during learning and afterwards;
7. Develop specific strategies for SD Pamong dissemination;
8. Send 4 MA candidates to the United States for training.

1. Develop and Field Test Appropriate Teaching/Learning Processes for Patjar (Out-of-School) Students

Formative evaluation reports (for example, that of October, 1981) have indicated that learning processes in Patjars vary considerably from place to place, some being more interesting and dynamic than others. Some Pamong staff members have suggested that Patjars learning would be improved if patjars adopted some aspects of peer-group learning recently instituted in grades 3-6 in the PKB's. Others have felt that the Patjars require a set of improved learning-teaching strategies which are uniquely suited to the needs and characteristics of Patjar learners. The "back-up study" proposed for Patjar learning processes will seek to determine what kind of learning procedures are appropriate for the Patjars and then will try the proposed strategies out during a limited

*BP3K's reaction to this report has not yet been received. Any revisions that BP3K might suggest in the above objectives will have to be incorporated during the next reporting period, i.e., April-September, 1982.

period of time. The new procedures will be evaluated and revised according to suggestions from the field. The revised procedures will then be instituted on a Kabupaten-wide basis.

Among the questions which will be specifically addressed during this back-up study are the following:

- a. What should be done in order to place students at a level which is consistent with their abilities?
- b. How should learners be grouped?
- c. What module study approaches are appropriate?
- d. How should the non-modularized subjects of the primary school curriculum be presented?
- e. What forms of collaboration between Pamong and Penmas should be established?
- f. What kind of Patjar supervision system should be instituted?
- g. What can be done in order to motivate students to stay active in Pamong Patjars?

It is suggested that preliminary answers to these questions be worked out during the months of June-July. By the second half of July they should be formulated into strategies which can be tried out and evaluated during the first trimester of the academic year 1982/1983. The results of the try-out, including the revised learning processes themselves, will probably only be available during the second trimester, which falls outside of the ensuing reporting period. Thus this study should be continued during the period October, 1982 to March, 1983.

2. Establish an Appropriate Supervision/Reporting System for SD Pamong Management at the Kabupaten Level

Formative evaluation during the first year of the project (1980/81) indicated that there was considerable confusion concerning procedures for supervision within SD Pamong. Few improvements were made during the second year. At this point it is clear that there is very little interaction between the field staff and supervisors with respect to learning progress and problems. This is partly a result of the fact that Pamong reporting has not been well institutionalized. Visits to PKB's during 1981/82 have revealed, for example, that many schools have not followed the prescribed pattern for recording student progress (using the Daftar Kemajuan Belajar (DKB)). In addition, a good system for sending the class records (DKB's) to the Sekretariat and to UPT Pamong/Solo has yet to be worked out. Furthermore, local supervisors (Penilik) have not yet been trained to use these records in pinpointing and solving learning/implementation problems in PKB's and Patjars.

According to the Bali sekretariat, there are also problems in receiving other kinds of reports from the field. For example, only a few monthly reports from Patjars have been submitted and those are often late. In addition, monthly reports from PKB's concerning problems with materials, processes and personnel have not been arriving

at the sekretariat as they should be, and consequently reporting by the sekretariat to UPT Pamong/Solo has been incomplete and/or late. It appears also that the flow of reporting has been confusing, some reports being sent to Kancam offices and some directly to the sekretariat. Those reports which are sent to the Kancam have not always been forwarded to the sekretariat in a timely and systematic manner.

Given these problems, it is clear that a thorough examination and reorganization of Pamong supervision and reporting needs to take place. This will be done in the form of a back-up study, in which the following kinds of questions will be addressed:

- a. What kind of routine reporting (in addition to that required of all SD's) is required for effective supervision of Pamong activities?
- b. What kind of special reporting is required for Pamong formative evaluation (not to be included in routine reporting in the Pamong model)?
- c. What special tasks are required of SD supervisors for them to effectively supervise learning in Pamong PKB's and Patjars?
- d. What is the most effective flow of SD Pamong reporting.

One of the intents of this study is to develop ways in which supervision can be made more responsive to problems in the field, not only collecting information from schools but also giving out information in the form of guidance, encouragement and correction. In order to do this supervisors will need to be given tools/procedures for diagnosing school problems and prescribing solutions. This obviously will require the broadening of the supervisor's role, and perhaps also will demand more time and effort than is traditionally expected by/of them.* It is recommended that efforts to broaden the role of supervision in Pamong be linked with the project currently being implemented by Pusat Kurikulum, BP3K, called "Qualitative Improvement through Professional Support for Teachers."

The supervision back-up study for Pamong will require a rather long period of time. Certain aspects of it (e.g., the improvement of certain kinds of reporting formats) can be implemented at the beginning of the coming school year. However, other aspects will require virtually an entire year to develop and test. Thus, although this study will begin during the ensuing reporting period, it is anticipated that it will continue throughout the coming school year (1982/83).

3. Develop Training Packages for Use during SD Pamong Dissemination

During the past six month period a series of proposals were written concerning the development of training packages by UNS staff members.

*It is not necessarily the case that new supervision roles within Pamong will require increased time and effort. It is conceivable that a re-formulation of the supervisor's role will result in more efficient ways of doing things, allowing them to accomplish more in the same amount or less time than before.

At least one of those proposals ("The Development of Training Capacity for SD Pamong Dissemination," February, 1982) recommended the use of outside consultants, experts in training development/design, to assist in the conduct of a workshop (or series of workshops) for training package development at UNS.

There are still plans to implement such a series of workshops, however "details" cannot be worked out until some firm decisions are made concerning what aspects of Pamong (Patjar, PKB, Small Schools) will be disseminated by whom and in what locations. A partial and preliminary answer to the above is that at least Small Schools and Patjars will be disseminated under the push for universal (or obligatory) education (Kewajiban Belajar). If so, it is recommended that UT Pamong at UNS be designated to provide training packages for dissemination of these aspects of Pamong. The development of the packages would also serve as an opportunity for UNS staff development, making UNS more capable of supporting Pamong growth and development in the future.

If this recommendation is accepted, planning for the workshop or series of workshops should take place during the ensuing reporting period. The workshops themselves should take place near the end of the period, or early in the next period, with the final product being ready well before the beginning of academic year 1983/84, when presumably they will be used.

4. Continue in the Conduct of Formative and Summative Evaluation (the Latter in Collaboration with BP3F), Including the Conduct of an In-Depth, Ethnographic Study of SD Pamong

a. Formative Evaluation. Plans for formative evaluation include: i) PKB data collection and analysis at the end of the academic year 1981/82; ii) Patjar data collection and analysis at the beginning of the coming academic year, and iii) an assessment of difficulties with learning materials from the point of view of students and teachers, to be initiated at the beginning of 1982/83, but to be implemented during the entire year.

With respect to i) above, the plan is to collect data on teacher morale, on the implementation of programmed teaching, on non-modular learning/skills training, and on the occupational/education status of Patjar graduates. In addition, the design includes an analysis of the Learning Progress Charts (LPC's) and the trimesterly achievement test (THB) for all three trimesters of 1981/82.

With respect to ii) above, the plan is to assess the extent to which Patjars have been successful in attracting the target population of potential learners. In addition, aspects of Patjar learning processes will be assessed, especially in connection with the back-up study described in DI above. Finally, other aspects of Patjar learning will be assessed, but the details have not been fully worked out yet.

With respect to iii) above, there are plans to collect data concerning difficulties in using Pamong modules/syllabi. The design for this has not been worked out in detail, but it has been proposed that

this be done in two steps: first, analysis of the DKB to assess which modules are causing difficulty; second the conduct of a survey in order to determine the reasons for the difficulties identified. In addition, attempts will be made again to get regular feedback from teachers, in the form of monthly reports, in which they report on difficulties with modules/syllabi.

b. Summative Evaluation. It is anticipated that UNS staff members will assist in the collection of post-test data (achievement scores and student attitudes) at the end of academic year 1981/82. These data will be collected from the designated Pamong and control schools and then analyzed at BP3K.

c. Ethnographic Analysis. Plans are being formulated for an in-depth observation of SD Pamong operations in Gianyar. Efforts are underway to recruit one or more students from the IKIP Yogya MA Program in Educational Research to conduct such a study, perhaps as a Master's thesis. Ideally, the researcher(s) will be (a) graduate student(s) drawn from among UNS teachers. It has been proposed that (an) additional researcher(s) be drawn from the UNS faculty and trained to conduct such research also. This (these) person(s) would then perhaps join the UPT Pamong in the future.

According to the current plan, funding for the field work in Bali would be sought from USAID. The field work is scheduled to begin sometime late in the first trimester 1982/83 (i.e., September-November, 1982). Details concerning the questions to be addressed and the use of the results will be discussed well before that time.

5. Continue the Upgrading of Modules, Including Possibly the Development of "Version II" Modules and the Insertion of Peer-Group Learning Cues

Module production, under the original terms of reference, is now about 99% completed. The few remaining modules will be produced during the first two months of the new reporting period. In addition, within the first 3 months of the new reporting period the revised set of modules for PKP, Grades 5 & 6 (trimesters 1-2), will be produced, and a second form of each end-of-module-test will be completed. Moreover, a new edition of the Pamong modules, Grades 4-6, will be printed for use in the Small Schools project in Central Kalimantan.

During the new reporting period "Version II" modules, modules which provide structuring cues for both self- and group-study of existing text-books, will continue to be developed. Current plans are to write and try out at least one module for each of the Pamong subject matters (except Indonesian) in one of four grades (3-6) during the ensuing six month period.

The recommendations from the peer-group learning back-up study conducted in January/February, 1982, included a suggestion that new group learning cues be inserted into subsequent editions of modules. Discussions at the end of the current reporting period revealed a reluctance among decision makers to mount the effort to do this. It

now appears likely that students will be taught general group learning procedures, which they will use with all modules. It has been suggested that detailed instructions for use with specific modules be included in some kind of teachers' guide to module use.

6. Develop and Implement Activities to Motivate Potential Patjar Students and to Support Them During Learning and Afterwards

Although recently a new obligatory education coordinating body (KK Wajar) has been set up in Kabupaten Gianyar with overall responsibility for identifying and classifying those youth who have not finished primary education and motivating them to enter the appropriate educational program (regular school, Patjar, Kejar, etc.), the specific responsibility for attracting and keeping learners within each program rests with the managers of the individual programs themselves. Thus Pamong managers and community members will need to develop ways to motivate Patjar candidates to enter Patjars and remain active in pursuing a primary school certificate. In Gianyar certain communities (for example, some in Blahbatuh) have already set up community committees which are supposed to provide guidance and counselling for prospective Pamong learners. In addition, proposals have already been written for making Patjars self-sustaining handicraft production and marketing centers, making them more attractive to learners with interest in such pursuits. Although efforts to motivate learners need to be developed in the framework of "obligatory education" and under the coordination of KK Wajar, it is also the case that motivation may result as a result of making Patjar activities more attractive and dynamic. Thus, this objective should also be linked with the back-up study for the improvement of Patjar learning-teaching processes.

With respect to support for students during and after Patjar study: plans have already been formulated to include mechanisms of learner support in the Patjar back-up study. The development of mechanisms for supporting students after finishing Patjar study is not currently within the scope of the back-up study. It is recommended that this be an important item for discussion between the Pamong managers (UPT Pamong & Bali Sekretariat) and the managers of KK Wajar.

7. Develop Specific Strategies for SD Pamong Dissemination

UPT Pamong staff members have been involved in SD Pamong dissemination planning in the past, and will continue to be involved during the next reporting period. Their involvement will take various forms: Pak Haris Mufjiman will continue to assist in the drafting of the statutes of the national obligatory educational program. In this position he will be in a position to "reserve a place" for Pamong, especially the Patjar and Small Schools components. Once the statutes are made official it is anticipated that UPT Pamong will be involved in selecting sites for the implementation of SD Pamong components. With respect to Small Schools planning in particular, UPT Pamong has assisted in the development of implementation plans in Central Kalimantan, Southeast Sulawesi and East Java. Once other sites have been chosen, it is expected that UPT Pamong will assist in their planning

activities also.

In addition to the above, UPT Pamong will continue to produce promotional material. One concrete example is a Pamong exhibit which is to take place during the month of June in Jakarta, exposing educators, students and the general public to Pamong aims and methods.

The status of planning for PKB dissemination is still unclear. It appears likely that PKB's will not be "sold" within the context of "Kewajiban Belajar." However, there have been discussions of "selling" the PKB's to the Primary and Secondary Education Department on the basis of their potential cost-effectiveness.* Thinking in this area is still in its preliminary stages.

Whether or not dissemination planning draws heavily on project (UNS) resources, it is clear that resolution of certain questions needs to take place as soon as possible. National level planning will need to consider what aspects or components of Pamong will be used in what areas; what responsibilities for Pamong dissemination will be taken over by the Directorate General for Primary and Secondary Education; how Pamong should relate to Kewajiban Belajar and Penmas; how dissemination will be financed; and what responsibilities will be assumed by the National Center for Pamong Development (UPT Pamong at UNS) during the dissemination period. Some or most of these questions will be considered during the forthcoming "external evaluation" of Pamong (June 7-21, 1982) conducted under AID auspices. It is hoped that the recommendations from that evaluation will be considered by national level decision makers in mapping out a future for Pamong.

8. Send 4 MA Candidates to the United States for Training

Among the four candidates selected, Drs. Sutopo, Drs. Suhari, Drs. Slametto and Drs. Himawan, the first two will be sent to Florida State University for intensive language training beginning in mid-June, 1982. It is estimated that both of these candidates now have TOEFL scores of over 500. In August they will enter their academic programs at FSU. If their TOEFL scores by then are at least 550 they will be given regular student status; otherwise they will enter as conditional students and will continue to work on their English.

Dr. Slametto and Drs. Himawan still have TOEFL scores that are below 500. The plan for them is to continue to work on English language upgrading in Indonesia during June-August. After that they will be placed in the intensive language training program at FSU or in an academic program at a university whose TOEFL score demands are not as high as FSU's. The alternatives to FSU which have been suggested are Michigan State University for Pak Slametto (evaluation and research) and Indiana University for Pak Himawan (Instructional Design).

* Discussions include those held at UPT Pamong, Solo, a written discussion by Daryl Nichols called, "Pamong and Kewajiban Belajar," December, 1981, and a report by the Secretary of the Directorate General of Primary and Secondary Education, Mr. Kasniran Wuryo, March, 1982.

E. PERSONNEL EMPLOYED UNDER THE CONTRACT*

1. H. Dean Nielsen, Ph.D., Chief of Party and resident advisor to the Pamong Technical Implementation Unit (UPT Pamong), Sebelas Maret University, Surakarta (Beginning March 8, 1980 and extended to March 19, 1983).

2. Doran C. Bernard, Technical Advisor to the SD Pamong Sekretariat in Kabupaten Gianyar, Bali (Beginning March 8, 1980 and extended to March 19, 1983).

No short-term consultants were fielded during the reporting period.

*Field personnel only. IIR personnel based in the U.S. are not included.

F. APPENDIX: CALENDAR OF MAJOR EVENTS OCTOBER 1, 1981--MARCH 31, 1982

1. UPT Pamong, Sebelas Maret University, Surakarta

- October 6-10: Formative Evaluation Report Writing at Tawangmangu
- October 12: UPT Pamong moves to new building, Jl. Jolotundo 40, Kerten
- October 15-17: Pak Soemitro and D. Nielsen meet with Kanwil and Sekretariat staffs, Bali
- October 22-
November 7: Nielsen's medical evacuation to Singapore for kidney stone surgery
- October 26: Pak Slametto goes to Bali to discuss new grading system
- November 17-24: Daryl Nichols visits UPT Pamong for conferences and consultations
- November 30: UPT leadership goes to Kanwil, Bali for planning meetings with provincial leaders concerning compulsory education
- November 30-
December 3: Daryl Nichols and Doran Bernard in Solo for discussions of group learning back-up study and module revision
- December 3-7: Nielsen and Nichols confer with USAID and BP3K officials in Jakarta
- December 10: MA candidates from UNS meet to determine their programs of study in USA.
- December 15: Nielsen sends review of project evaluation activities to Dr. Seymour (USAID) and to the Rector of UNS
- December 18-19: Pak Parwata visits UPT Pamong for briefings on Juklak reviews and back-up study of group learning
- December 27-
January 4: UPT Pamong R & D staff in Cianyar to conduct Juklak reviews and initiate Back-up Study
- January 7: Pak Soemitro (BP3K) meets with UPT staff
- January 11: Nielsen sends Pamong Progress Summary Sheet to Seymour, USAID
- January 15-19: Dr. Seymour visits UPT Pamong for orientation
- January 19-24: UPT R & D staff (plus Nielsen and Seymour) travel to Bali for back-up study evaluation activities
- January 29: Dr. Seymour, D. Bernard, Pak Regig join UPT staff in Solo for discussion of back-up study results
- February 2-4: Nielsen in Jakarta for discussion of administrative problems with USAID
- February 26: Distribution of report entitled, "Improving the Process of Peer-Group Learning in SD Pamong: A Research and Development Report"

February 22-
March 29: Nielsen and family on home leave

March 22-27: Meeting and workshop for Small Schools Managers,
Sumenep, East Java

March 30: Nielsen submits a list of project objectives for April-
September, 1982 to Dr. Seymour (USAID)

2. Sekretariat Pamong, Gianyar, Bali

- October 10, 1981 Site visit by John Sperling, AID Desk Officer for Indonesia
- October 12 and 13 Prepared critical path implementation for KK Wajar with Sekretariat
- October 15 to 17 Visit by Pak Soemitro (Solo) and Dean Nielsen
- October 17 and 18 Visit by Dr. Robert Schenkin and wife (not related to project but discussed activities). Dr. Schenkin is Coordinator of AID five country satellite communications project
- October 20, 21 Meetings in Solo
- October 21 to 24 Meetings in Jakarta with BPK and ATD to discuss coordination of SD Pamong and PENMAS activities and KK Wajar
- October 26 Visit by Pak Slametto to discuss new grading system for SD Pamong
- October 30 Meeting with Kasda and PPI of all PKB to present new SD Pamong grading system
- October 30 to November 5 Draft of KK Wajar research and development proposal prepared and reviewed with Pak Tarka and Pak Raka and sent to Pak Haris (Solo) for review
- November 10 Prepared plan for patjar mapping
- November 12 Planning of Penelok IV - training workshop for Penilik SD, Kasda, PPI, 2 and 4 for problem identification and in-service training
- November 13 and 14 Penflok IV conducted
- November 15 to 18 Preparation of workshop report by Solo and Sekretariat staff
- November 23 to 30 Visit by Daryl Nichols who with Pak Regig and Bali Advisor worked on preparation of a suggested new teaching/learning system for SD Pamong PKB
- November 26 and 27 Visit by Pak Widodo and Pak Haris to discuss KK Wajar and patjar implementation
- November 30 to December 3 Meetings in Solo to develop and refine alternative teaching/learning systems for try-out
- December 4 Meeting with Pak Tarka to plan implementation schedule for patjar mapping
- December 5 Meeting in Kecamatan Blahbatuh for patjar mapping and KK Wajar data gathering implementation difficulties discussion
- December 7 to 9 Site visit by Bupati, Kandep, Kesra, Casat and Kepala Desa from Kabupaten Karanganyar, Java Tengah
- December 7 to 13 Revision of KK Wajar R&D proposal
- December 15 to 18 Preparation of distribution system and formats for patjar modules; distribution to Kecamatan Blahbatuh

December 18	Meeting in Desa Saba to initiate KK Wajar community motivation system in Kecamatan Blahbatuh
December 21	Patjar mapping meetings in Kecamatan Payangan and Tampaksiring
December 22	Patjar mapping meetings in Kecamatan Tegallalang and Gianyar
December 24	Return to Kec. Tampaksiring to complete patjar mapping
December 27 to 29	Visit by Solo staff for discussions with selected field staff on Juklak revision
December 30 and 31	Orientation of Kasda and PP1 from SD1 Bedulu, SD9 Pejeng, SD4 Lebih, SD1 Sebatu, SD2 Mas and SD1 Singapadu in preparation for the try-out of the three alternative teaching/learning systems
January 1 to 16, 1982	Try-out of the three alternative teaching/learning systems in six PKB
January 5 to 7	Site visit by Dr. Herman Fernandez (Unesco), Ibu Riene Toelle and Pak Darliss (BP3K)
January 9 to 16	Summative evaluation interviews with parents and community leaders
January 18 to 21	Post-testing of try-out of the new teaching/learning systems
January 20 to 27	Try-out of the "tes penempatan", the placement test for patjar students prepared by the Solo staff
January 21 to 28	Site visit by Dr. Matt Seymour, AID/EHR Jakarta Project Officer
January 28 to 30	Discussions in Solo on the results of the try-out of the alternative teaching/learning systems
February 3	Television program on SD Pamong prepared by Pak Parmadi is aired on TVRI Denpasar
February 8 to 13	THB (end of term) testing in Kabupaten Gianyar
February 11 and 12	Visit by Pak Soemitro (Solo)
February 17	Site visit by Dr. William Fuller, Director AID Indonesia, and two Population Office staff members
February 19	Word received that permission granted for home leave of Advisors
February 23	Meeting in Sekretariat with Pak Soemitro (Jakarta) to prepare for site visit by Pak Soeroso, Director of BP3K
February 24	Pak Soeroso unable to come; site visit by Pak Soemitro and Dr. Felipe, Deputy Minister of Education for Planning, The Philippines Ministry of Education
February 24 to March 28	Home leave for Bali Advisor
March 1 and 2	First training workshop held on the new teaching/learning process (PBM) for Penilik SD, Kasda, PP1 and PP2 from Kecamatan Gianyar, Blahbatuh, Sukawati Tampaksiring and four PKB from Mas
March 3 to 6	Training for students in each PKB on new PBM

- March 15 and 16 Second training workshop held on new PBM for Penilik SD, Kasda, PP1 and PP2 from Kecamatan Ubud, Payangan, Tegallalang and the other Mas PKB
- March 16 and 17 Training workshop for PP3 from throughout Kabupaten Gianyar on patjar implementation, new reporting forms and new PBM relevency to patjar
- March 17, 22 and 23 Training for students in the PKB on the new PBM
- March 18 Meeting in the Kanwil to discuss KK Wajar implementation in other Kabupaten in Bali
- March 28 Bali Advisor returns from home leave
- March 29 Meetings in Jakarta with AID and BP3K staff
- March 29 and 30 Meetings chaired by Pak Sutopo to revise the KK Wajar implementation proposal